

Miami-Dade County Public Schools

Marcus A. Milam K 8 Center



2022-23 Schoolwide Improvement Plan

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Marcus A. Milam K 8 Center

6020 W 16TH AVE, Hialeah, FL 33012

<http://milam.dadeschools.net/>

Demographics

Principal: Anna Hernandez M

Start Date for this Principal: 7/1/2008

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	89%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: B (59%) 2020-21: (42%) 2018-19: B (60%) 2017-18: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

At M. A. Milam K-8 Center, we strive to provide an atmosphere that nurtures our learners from their early stages of development through their formative adolescent years. Our teachers and staff establish a positive educational environment for students by enhancing academic achievement, developing social and communication skills, and promoting independence and mutual respect. We strive to work together with our parents and community, knowing that this collaboration helps cultivate the whole child.

Provide the school's vision statement.

Our vision at M. A. Milam K-8 Center is to empower all learners to excel in their academic goals, demonstrate strong core values, and become productive members of the global community.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Hernandez, Anna	Principal	<p>The role of a principal is to provide strategic direction in the school system. Principals assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer budget, hire and evaluate staff, and oversee facilities.</p>
Judge, Michelle	Assistant Principal	<p>Discussing student behavior and learning problems with parents Implementing school safety procedures ensuring compliance Handling disciplinary issues Observing and evaluating teachers Providing meaningful feedback and support to teachers regarding curriculum standards and learning materials Overseeing the maintenance of school facilities and grounds Purchasing supplies and equipment or approving supply orders Managing attendance Collaborating with other administrators to set budgets Tracking performance and attendance systems Hiring and training faculty and staff Coordinating school schedules</p>
Canal, Robert	Math Coach	<ul style="list-style-type: none"> • work with teachers to improve mathematics achievement • manage and control curriculum and instructional materials • manage and regulate professional development • monitor program implementation • build the mathematics program by using its strengths and reducing its weaknesses
Sanchez, Esther	Reading Coach	<p>Work with teachers to improve reading curriculum and instructional materials Manage and regulate professional development Monitor program implementation Build the reading program by using its strengths and reducing its weaknesses</p>
Liscano, Lorena	Guidance Counselor	<p>Offering counseling to students Conducting group counseling sessions to help students develop their personal and academic skills and providing career advice and guidance to students</p>

Demographic Information

Principal start date

Tuesday 7/1/2008, Anna Hernandez M

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

64

Total number of students enrolled at the school

965

Identify the number of instructional staff who left the school during the 2021-22 school year.

2

Identify the number of instructional staff who joined the school during the 2022-23 school year.

2

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	78	93	80	108	83	113	130	109	120	0	0	0	0	914
Attendance below 90 percent	0	22	6	11	8	16	22	19	17	0	0	0	0	121
One or more suspensions	0	0	0	0	0	0	0	2	2	0	0	0	0	4
Course failure in ELA	0	2	4	10	3	4	7	2	8	0	0	0	0	40
Course failure in Math	0	2	4	7	6	9	5	5	5	0	0	0	0	43
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	11	8	20	28	30	41	0	0	0	0	138
Level 1 on 2022 statewide FSA Math assessment	0	0	0	9	17	30	40	27	36	0	0	0	0	159
Number of students with a substantial reading deficiency	0	1	8	30	14	28	53	67	69	0	0	0	0	270

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	2	4	12	9	21	30	23	34	0	0	0	0	135

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	3	3	11	3	1	3	2	3	0	0	0	0	29
Students retained two or more times	0	0	0	0	0	0	0	3	4	0	0	0	0	7

Date this data was collected or last updated

Friday 7/15/2022

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	62	67	72	84	98	100	97	106	107	0	0	0	0	793
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	20	21	20	24	32	25	0	0	0	0	142
Level 1 on 2019 statewide FSA Math assessment	0	0	0	29	29	28	33	21	29	0	0	0	0	169
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	5	10	5	32	43	46	55	48	0	0	0	0	244

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	1	3	8	2	6	7	3	0	0	0	0	31
Students retained two or more times	0	0	0	0	1	0	2	3	0	0	0	0	0	6

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	62	67	72	84	98	100	97	106	107	0	0	0	0	793
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	20	21	20	24	32	25	0	0	0	0	142
Level 1 on 2019 statewide FSA Math assessment	0	0	0	29	29	28	33	21	29	0	0	0	0	169
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	5	10	5	32	43	46	55	48	0	0	0	0	244

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	1	3	8	2	6	7	3	0	0	0	0	31
Students retained two or more times	0	0	0	0	1	0	2	3	0	0	0	0	0	6

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	50%			44%			54%	63%	61%
ELA Learning Gains	66%			40%			60%	61%	59%
ELA Lowest 25th Percentile	61%			34%			56%	57%	54%
Math Achievement	50%			39%			59%	67%	62%
Math Learning Gains	66%			35%			62%	63%	59%
Math Lowest 25th Percentile	59%			30%			53%	56%	52%
Science Achievement	45%			37%			52%	56%	56%
Social Studies Achievement	68%			59%			72%	80%	78%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	59%	60%	-1%	58%	1%
Cohort Comparison		0%				
04	2022					
	2019	48%	64%	-16%	58%	-10%
Cohort Comparison		-59%				
05	2022					
	2019	54%	60%	-6%	56%	-2%
Cohort Comparison		-48%				
06	2022					
	2019	41%	58%	-17%	54%	-13%
Cohort Comparison		-54%				
07	2022					
	2019	50%	56%	-6%	52%	-2%
Cohort Comparison		-41%				
08	2022					
	2019	58%	60%	-2%	56%	2%
Cohort Comparison		-50%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	56%	67%	-11%	62%	-6%
Cohort Comparison		0%				
04	2022					
	2019	50%	69%	-19%	64%	-14%
Cohort Comparison		-56%				
05	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	51%	65%	-14%	60%	-9%
Cohort Comparison		-50%				
06	2022					
	2019	37%	58%	-21%	55%	-18%
Cohort Comparison		-51%				
07	2022					
	2019	61%	53%	8%	54%	7%
Cohort Comparison		-37%				
08	2022					
	2019	55%	40%	15%	46%	9%
Cohort Comparison		-61%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	48%	53%	-5%	53%	-5%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-48%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	32%	43%	-11%	48%	-16%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	97%	68%	29%	67%	30%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	72%	73%	-1%	71%	1%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	63%	37%	61%	39%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	54%	46%	57%	43%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	33	55	55	41	55	47	41	57			
ELL	42	63	64	44	60	53	30	67	43		
BLK	45	70		55	70						
HSP	50	66	61	50	65	58	45	67	67		
FRL	49	66	61	49	65	58	44	67	65		
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	33	32	25	32	34	33	25	25			
ELL	38	37	32	34	35	24	27	50	57		
BLK	45			45							
HSP	45	41	35	39	35	29	37	59	61		
FRL	43	40	36	38	35	30	36	55	57		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	33	47	52	35	45	45	28	29			
ELL	43	58	55	51	60	54	39	69	48		
BLK	55	60		55	50						
HSP	54	60	55	59	62	54	52	74	72		
FRL	51	60	55	57	60	53	47	73	71		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	66
Total Points Earned for the Federal Index	599
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	48
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	53
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	60
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	60
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	

Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	59
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

For 2021-2022, ELA and Math grade 6 tend to have the lowest proficiency rates (38% and 33% respectively).

To follow is the ELA and Math proficiency rates respectively across grade levels: Grade 3 (51% and 53%), Grade 4 (51% and 50%), Grade 5 (48% and 35%), Grade 6 (38% and 33%), Grade 7 (37% and 38%) and Grade 8 (41% and 38%).

When comparing 2021 to 2022, for the SWD subgroup, ELA proficiency stayed the same, and Math proficiency increased from 32 % to 41%.

When comparing 2021 to 2022, for the ELL subgroup, ELA proficiency increased from 38% to 42%, and Math proficiency increased from 34% to 44%.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

For 2022-2023, the greatest need for improvement is evident in grade 6 ELA (38% proficiency) and grade 6 Mathematics (33% proficiency).

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

A contributing factor was the transition from grade 5 (elementary) to grade 6 (middle). During the 2022-23 school year, we will be prioritizing vertical alignment between grades 5 and 6 teachers, organizing activities that facilitate the transition to middle school (Shadow Day, round table discussions, orientations, etc.), offering intensive reading and foundations math courses, and offering after-school and Saturday tutorial programs.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The data components that showed the most improvements were grade 5 proficiency in ELA (34% to 48%), grades 6 proficiency in mathematics (13% to 33%), and grade 8 proficiency in mathematics (18% to 38%).

What were the contributing factors to this improvement? What new actions did your school take in this area?

The contributing factors to this improvement was placement of grade level personnel, teachers taking additional professional development during previous summer, and students taking intensive mathematics courses. The new action that was taken was new teacher placement.

What strategies will need to be implemented in order to accelerate learning?

Strategies that will be implemented to accelerate learning in the coming year is a focus on professional development of teachers new to the grade (June - August 2022), implementation of differentiated instructional practices (September 2022 - April 2023), as well as teacher collaboration with emphasis on sharing best practices and instructional planning (monthly 2022-2023 school year).

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development in the core areas will focus on the following:
Grades K-8 B.E.S.T. Standards (Summer 2022)
Differentiated Instruction Part 2 (November 8, 2022)
New ELA and Math Textbook Series (Summer 2022)
New Intervention programs in both ELA (August 2022) and Math (September 2022)

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Elementary time block was built in for Math and Reading intervention.
Middle School offers Foundations, Read 180 and Systems 44 course for intervention.
ESSER tutoring services will be made accessible.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Collaborative Planning**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to the 2022 FSA proficiency data, 33% of 6th grade students and 35% of 5th grade students are proficient in Mathematics. 37% of 7th grade and 38% of grade 6 are proficient in ELA. According to the 2021 FSA proficiency data, 13% of 6th grade students and 36% of 5th grade students are proficient in Mathematics. 37% of 7th grade and 40% of grade 6 are proficient in ELA. Based on the data, there is a need to increase collaborative planning sessions.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of monthly collaborative planning sessions, an additional 5% of our 5th and 6th graders in Mathematics and our 6th and 7th graders in ELA will be proficient as evidenced by the 2022-2023 F.A.S.T. assessment.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The leadership team and teachers will continue Collaborative Planning sessions monthly by department to facilitate professional growth for teachers, disaggregate data, and create differentiated groups. This initiative will be evident by teacher leaders providing support and development to their colleagues in various areas. As well as sharing an understanding of student expectations for standards, curriculum, assessment and instruction.

Person responsible for monitoring outcome:

Anna Hernandez (pr3421@dadeschools.net)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Within the targeted element of Collaborative Planning, we will focus on the expertise and best practices of teachers. This will increase the level of academic rigor, as well as increasing the repertoire of instructional strategies and encouraging meaningful instruction. This will result in the implementation of effective instruction.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Through the participation and collaboration of teachers sharing best practices and their individual strengths and expertise, students will increase in academic performance producing an increased performance for the school.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22-10/14. Schedule monthly collaborative planning meetings.

Person Responsible Michelle Judge (mjjudge@dadeschools.net)

8/22-10/14. Conduct monthly collaborative planning with subject area departments led by instructional coaches, to facilitate professional growth for teachers, disaggregate data, and create fluid DI groups.

Person Responsible Robert Canal (rcanal@dadeschools.net)

8/22-10/14. Conduct weekly collaborative sessions with grade level colleagues to reflect on the implementation of instructional strategies and curriculum. Teachers will share best practices and their individual strengths within the team.

Person Responsible Michelle Judge (mjjudge@dadeschools.net)

8/22-10/14. Conduct administrative walk-throughs during collaborative planning sessions.

Person Responsible Michelle Judge (mjjudge@dadeschools.net)

#2. Instructional Practice specifically relating to Differentiation**Area of Focus****Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on the data review of 2022, our school will implement the instructional practice of Differentiation. We selected the overarching area of Differentiation based on our findings that demonstrated that our proficiency levels in grades 5 - 8 in mathematics and ELA are below 50%. We are not meeting the unique needs of all learners. Therefore, it is evident that we must improve our ability to differentiate instruction based on the levels of the students we serve. We will provide the scaffolding necessary for these grades to access grade-level content in order to make learning gains and move toward proficiency.

Measurable**Outcome:****State the****specific****measurable****outcome the****school plans to achieve.****This should****be a data****based,****objective****outcome.**

If we successfully implement Differentiation in mathematics and ELA, then our students proficiency levels will increase by a minimum of 5 percentage points as evidenced by the 2022-2023 Florida F.A.S.T. Assessment.

Monitoring:**Describe how****this Area of****Focus will be****monitored for****the desired****outcome.**

The Leadership Team will conduct progress monitoring data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure quality differentiation is taking place. The Leadership Team will review bi-weekly lesson plans for indication of differentiation. Data Analysis of formative assessments will be reviewed monthly to observe progress. We will create an online tracker to monitor OPM data on a bi-weekly basis. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth on OPMs.

Person**responsible****for monitoring****outcome:**

Anna Hernandez (pr3421@dadeschools.net)

Evidence-**based****Strategy:****Describe the****evidence-****based****strategy being****implemented****for this Area****of Focus.**

Differentiated instruction (DI) is the process of ensuring that what a student learns, how he or she learns it, and how the student demonstrates what he or she has learned is a match for that student's readiness level, interests, and preferred mode of learning.

Rationale for**Evidence-**

Differentiated Instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually

based
Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/ criteria used for selecting this strategy.

make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22-10/14. Conduct data analysis of formative assessment.

Person Responsible Robert Canal (rcanal@dadeschools.net)

8/22-10/14. Create fluid groups based on most current data.

Person Responsible Esther Sanchez (esthersanchez@dadeschools.net)

8/22-10/14. Conduct progress monitoring data chats with teachers.

Person Responsible Michelle Judge (mjjudge@dadeschools.net)

8/22-10/14. Conduct regular walkthroughs to ensure quality instruction.

Person Responsible Michelle Judge (mjjudge@dadeschools.net)

#3. Transformational Leadership specifically relating to Leadership Development**Area of Focus**

Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on qualitative data from the School Climate survey, the SIP survey and review of the Core Leadership Competencies, we want to focus on Transformational Leadership. Teachers in the building didn't feel that they had any voice in the decision-making process (24%); therefore, we want to develop teacher leaders by involving them in school-wide initiatives and ensuring they are informed and feel as though they have membership to the school community. By involving them in school-wide initiatives and allowing them the opportunity to further their learning, student success is positively impacted.

Measurable**Outcome:**

State the specific measurable

outcome the school plans to achieve.

This should be a data based, objective outcome.

If we successfully implement leadership development, the percentage of teachers involved in school-wide initiatives and the decision making process will increase from 24% to 26% during the 2022-2023 school year.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Our teachers will be provided the opportunity to contribute to school-wide decisions through monthly meetings. This will be realized through teachers participating in the logistical elements of meetings, presenting ideas to solve issues that arise, etc. The Leadership Team will identify specific staff members who are experts in areas that will serve as leads with new initiatives and development. By involving teachers, we hope to create an environment of shared leadership. This initiative will be evident by teacher leaders providing support and development to their colleagues in various areas. To ensure we are on the right track, teachers who receive support will share the knowledge they have gained during faculty meetings.

Person responsible for monitoring outcome:

Anna Hernandez (pr3421@dadeschools.net)

Evidence-based

Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

Within transformational leadership, we will focus on the evidence-based strategy of Involving Staff in Important Decisions. By creating an "Experts in My Building" list and involving teachers in the decision-making process, we hope to increase the feeling of shared leadership. Experts in the building will provide a summary of support to the LT on a monthly basis to ensure we are on the right track to meeting the outcome above.

Rationale for Evidence-based

Involving Staff will assist in integrating the talents of teachers within the building to carry out the school's vision and mission, and the ability to solve problems effectively and in a

Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/ criteria used for selecting this strategy.

timely manner. Throughout this process, the LT will create buy in and bring creative and innovative solutions to the forefront.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22-10/14. Communicate goal to faculty at staff and departmental meetings.

Person Responsible Anna Hernandez (pr3421@dadeschools.net)

8/22-10/14. Provide a list of opportunities for leadership and involvement, such as open positions/roles and committees.

Person Responsible Anna Hernandez (pr3421@dadeschools.net)

8/22-10/14. Identify specific staff members who are experts in areas that will serve as leads with new initiatives and development.

Person Responsible Anna Hernandez (pr3421@dadeschools.net)

8/22-10/14. Teacher leaders will provide support to colleagues.

Person Responsible Michelle Judge (mjjudge@dadeschools.net)

#4. Positive Culture and Environment specifically relating to Percent Student Attendance

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

During the 2021-2022 school year, there were 133 students whose attendance was below 90%. Based on the data review, our school target is implementing attendance initiatives in order to improve student attendance. Through our data review, we noticed the students who struggle with daily attendance are also the students who are not meeting expectations for learning gains as well as proficiency. In addition, many of our L25 students have had reoccurring attendance issues. We recognize the need to tailor our attendance initiatives and improve in making connections with families and the community to ensure attendance is consistently high.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we successfully target implementing attendance initiatives, our students will receive quality instruction that will contribute to improved student outcomes. With consistent implementation of attendance initiatives, the number of students whose attendance is below 90% will decrease by 3% points as compared to the number of students whose attendance was below 90% in the 2021-2022 school year.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

The Leadership Team (LT) will implement the following attendance initiatives: work to connect with families who struggle with attendance, identify the root cause for absences, and create a plan of action to ensure students are able to be present daily. The Leadership Team will mentor individual students who have consistent truancy and connect with them bi-weekly to reward or encourage attendance efforts. The Leadership Team will plan regular student incentives to promote consistent student attendance. Teachers will monitor their daily attendance and submit that data to the LT on a weekly basis with emphasis on attendance trends. The Leadership Team will identify opportunities for students who are absent due to illness to connect virtually to class instruction or have access to on-demand lessons. To ensure we are on track to meeting the outcome above, this data will be discussed during data chats with teachers and students, and parental contact will be made when necessary.

Person responsible for monitoring outcome:

Michelle Judge (mjudge@dadeschools.net)

Evidence-based Strategy: Describe the evidence-based

Our school will focus on the evidence-based strategy of Attendance Initiatives. Attendance Initiatives will assist in narrowing the absence gap amongst our students. Student absences will be monitored on a weekly basis to prevent a pattern of excessive absences.

strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

Attendance Initiatives will assist in decreasing the number of student absences. The initiatives will provide the LT with a systematic approach to identify attendance issues, remediation, and rewards.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22-10/14. Communicate expectations to all stakeholders via school letter, orientations, parent conferences, Open House, school website, and social media platforms.

Person Responsible Michelle Judge (mjjudge@dadeschools.net)

8/22-10/14. Connect to families who struggle with attendance to identify the root cause of absences and create a plan of action to ensure students are able to be present daily.

Person Responsible Lorena Liscano (lliscano@dadeschools.net)

8/22-10/14. Mentor individual students who have consistent truancy.

Person Responsible Lorena Liscano (lliscano@dadeschools.net)

8/22-10/14. Refer families to appropriate agencies to receive needed services.

Person Responsible Lorena Liscano (lliscano@dadeschools.net)

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

The administration practices an open-door policy consistently addressing the faculty and staff in a compassionate, respectful, honest, and supportive manner. The administration invites faculty and staff to express concerns and needs. The administration expresses appreciation for the faculty and staff by acknowledging their efforts and accomplishments and they host activities for the purpose of creating positive connections with the staff. In addition, administrators visit classrooms so that the faculty and students feel supported.

Identify the stakeholders and their role in promoting a positive school culture and environment.

At M.A. Milam K-8 Center all stakeholders are valued and are an integral part of promoting a positive school culture. The administration, faculty and staff, students, parents and community members play a critical role in formulating a statement of vision, mission, values, goals, and employing school improvement strategies. Their feedback is solicited and valued and we strive to maintain ongoing communication with them.